

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered.</p> <p>Will work spontaneously expressively using marks, lines and curves.</p> <p>To hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories, and ideas with purpose/intention.</p> <p>To use pencils to create lines of different thickness in drawings.</p> <p>To show how people feel in drawings.</p> <p>To record ideas, observations, and designs in a visual journal to support the development of ideas and skills.</p>	<p>To use line to represent objects seen, remembered, or imagined working spontaneously and expressively.</p> <p>To choose three different grades of pencil when drawing.</p> <p>To use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>To use line and tone to represent things seen, remembered, or observed.</p> <p>To record ideas, observations, and design as a visual journal to support the development of ideas and skills.</p> <p>To enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. (oil pastels)</p> <p>To work spontaneously expressively using marks, lines, and curves.</p> <p>To explore tone using different grades of pencil, pastel and chalk.</p>	<p>To use line, tone, shape and mark with care to represent things seen, imagined or remembered.</p> <p>To make quick studies from observation with some fluency.</p> <p>To use drawing to design and arrange research and elements of ideas to compose and plan paintings.</p> <p>To use and manipulate a range of drawing tools with control and dexterity.</p> <p>To draw in line with care when drawing in scale, applying rules of simple perspective.</p> <p>To create work with fore, middle and background with a horizon and vanishing point.</p> <p>To produce an observational drawing from a building to use in their cityscape.</p> <p>To use different grades of pencil to shade and to show different tones and textures.</p>	<p>To use line, tone and shape with care to represent an eye.</p> <p>To use a viewfinder to select a view and visual clues in an image, then record what is in a frame.</p> <p>To explore shading using different grades of pencil to achieve a range of light and dark tones.</p> <p>To draw familiar things from different viewpoints and combine images to make a new image.</p> <p>To use a sketchbook to plan and develop ideas, gather evidence, and investigate testing media.</p> <p>To draw with coloured media descriptively and expressively to represent a seascape.</p> <p>To use sketching techniques to draw the base for a painting.</p> <p>To use shading to create mood and feeling.</p> <p>To show facial expressions in sketches.</p> <p>To use lines and marks to show texture in my art.</p>	<p>To plan and complete extended sets of drawings in sketchbooks to plan.</p> <p>To build up drawings and images of whole/parts of buildings using various techniques, e.g. card, found materials, torn and cut materials.</p> <p>To select a view and use a viewfinder to record what is in a frame and develop ideas for final piece.</p> <p>To select, use and manipulate a range of drawing tools to accurately represent a landscape from observation.</p> <p>To plan and complete extended sets of drawings in sketchbooks to plan a collage/montage.</p> <p>To identify and draw objects and use marks and lines to produce texture.</p> <p>To successfully use shading to create mood and feeling.</p>	<p>To plan and complete extended sets of drawings in sketchbook to plan a 3D piece.</p> <p>To annotate a work of art to record ideas and emotions using this to inform design ideas.</p> <p>To express their ideas and observations, responding to advice from others to rework and improve design ideas.</p> <p>To draw spontaneously to produce semi-abstract art.</p> <p>To use the tip of the pencil to draw lines to define spaces and things, correcting the line until it looks right.</p> <p>To use tone and light and dark shades to create illusions of volume and depth.</p> <p>To build up drawings and images of whole or parts of plants.</p> <p>To develop quick studies from observation recording what can be seen, returning to each study to improve accuracy/detail.</p>

				<p>To explore shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>To draw familiar things from different viewpoints and combines images to make new images.</p> <p>To use pen and ink to add line work to painting.</p>	<p>To draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective.</p> <p>To use a visual journal/sketchbook to support the development of a design over several stages.</p>	<p>To organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>To use shading to create mood and feeling.</p> <p>To convey tonal qualities well, showing good understanding of light and dark on form</p>	
Painting	<p>To be able to identify colours and investigate what happens when they are mixed together.</p> <p>To explore how to mix the colours for a planned effect, making them lighter and darker and create mood.</p> <p>Identify primary colours</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p> <p>To create an abstract painting by dribbling, throwing, and splashing paint.</p> <p>To apply paint of different consistencies to different surfaces to see the effects it makes.</p>	<p>To select and use different brushes to explore and make marks of different thicknesses and wet and dry paint techniques.</p> <p>To investigate mark making using thick brushes, sponge brushes for a particular effect.</p> <p>To investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>To spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.</p> <p>To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p>	<p>To mix and use primary and secondary colours with the addition of black and white and other hues.</p> <p>To create a background using a wash.</p> <p>To explore different types of brushes for specific purposes.</p> <p>To represent a cityscape using watercolours, selecting appropriate brushes.</p> <p>To introduce different types of brushes/tools for specific purposes.</p> <p>To represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p>	<p>To mix and use primary and secondary colours with the addition of adding black and white and other hues.</p> <p>To understand how artists use cool and warm colour, using this when mixing colours to express mood in a piece of work.</p> <p>To represent things observed, remembered, or imagined using colour, selecting appropriate paint and brushes.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust and use this in painting.</p> <p>To use primary and secondary colours with addition of black and white and other hues (previous learning).</p>		<p>To show the effect of light and colour, texture, and tone on natural objects.</p> <p>To use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques.</p> <p>To plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting.</p>

Painting				<p>To combine pencil and watercolours to create a piece of art.</p> <p>To build layers of the watercolours, applying a background and adding paint to the foreground.</p>			
3D work/ sculpture	<p>Explore different materials freely, to develop their ideas about how to use them and what to make .</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>		<p>To use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.</p> <p>To feel, recognise and control surface experimenting with basic tools on rigid/pliable materials.</p> <p>To respond to sculptures and craft artists to help them adapt and make their own work.</p>		<p>To create textured surfaces using rigid and plastic materials and a variety of tools.</p> <p>To construct a structure in linear or soft media before then covering the surface to make a form.</p> <p>To create a functional form using 4 building techniques and some surface decorations.</p> <p>To explain some of the features of art form different historical periods</p>	<p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>To recreate 2D images in 3D, looking at one area of experience, e.g. a figure focusing on form/ surface.</p> <p>To apply knowledge of different techniques to expressive scale, weight or a concept.</p> <p>To research the work of Alberto Giacometti and replicate his work.</p>	<p>To explore how a stimulus can be used as a starting point for 3D work with a focus on form and shape.</p> <p>To use pliers for cutting and bending wire.</p> <p>To create 2D images in 3D.</p>
Collage					<p>To experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>To cut multiple shapes with scissors and arrange/stick these on a surface of the painting to add texture and line.</p>	<p>To use images, I have created and found, altering them where necessary to create art.</p> <p>To select and use cutting tools and adhesives with care to create a photomontage.</p>	<p>To select and use found materials with art media to create collages.</p> <p>To embellish a collage decoratively using more layers to build complexity.</p> <p>To create collages, sculptures and automatic drawings inspired by Miro.</p>

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